The Formative Assessment System for Teachers (FAST) is a suite of assessment tools designed to make assessment highly efficient and instructionally relevant. Assessments are designed for screening, progress monitoring, and program evaluation. It is our goal to use technology to automate the scoring, data entry, analysis, and reporting - so teachers spend less time engaged in assessment and more time engaged with instruction. It is distributed by researchers at no or low cost to schools around the country.

COLLEGE OF EDUCATION + HUMAN DEVELOPMENT

UNIVERSITY OF MINNESOTA

Driven to Discover℠


*Adaptive Reading: Comprehension /tem*


*Curriculum Based Measurement-Reading*


*Early Reading: Sight Word Assessment*


*Early Reading: Concepts of Print Assessment*

**http://academics.cehd.umn.edu/fast**

## CBMReading

*Curriculum Based Measurement for Reading (CBM-Reading) is an evidence-based assessment for use to screen and monitor student progress across the primary grades (1st to 6th). It is a simple and efficient procedure whereby teachers listen and evaluates student performance while they read aloud from a grade level passages. See reviews NC//.*

## earlyReading

*earlyReading is an evidence-based assessment for use to screen and monitor student progress in the early primary grades (K to 3rd). Each assessment is design to be highly efficient and inform instruction. There are 12 optional assessments to analyze skills that span concepts of print, letter sounds/names, phonological awareness, blending/segmenting, decoding sight words, and sentence reading.*

## aReading

*Adaptive Reading (aReading) is an evidence-based computer adaptive measure of broad reading that is individualized for each student for K to 5th grade. The type of questions and response format is substantially similar to many state-wide assessments (i.e., multiple choice, fill in the blank). There are both auditory and visual stimuli presented for each question. The adaptive nature of the test makes it more efficient (6 to 15 min) and more precise than paper-and-pencil assessments. See reviews by NCRTI.*